

## Danielson Framework- Example Artifacts/Elements

### Domain 1- Planning and Preparation and Domain 4- Professional Responsibilities

Domain 1- Planning and Preparation and Domain 4- Professional Responsibilities are considered “unobservable” domains. Evidence for rating these domains is gathered through artifacts and professional conversations. It is important to note that a single evidence source may be used to demonstrate performance in more than one component (e.g. a lesson or unit plan, a meeting agenda, evidence of completion of a course). This list is not intended to be exhaustive but rather, offer an overview of how evidence is gathered for the unobservable domains.

#### Domain 1- Planning and Preparation

##### 1a: Demonstrating Knowledge of Content and Pedagogy

- *Knowledge of Content Standards Within and Across Grade Levels*
- *Knowledge of Disciplinary Literacy*
- *Knowledge of Prerequisite Relationships*
- *Knowledge of Content-Related Pedagogy*

1a- Example Artifacts/Elements
Unit plan that includes both formative and summative assessments and is standards aligned
Evidence of strategies that support student mastery of standards (GRR, Close Reading)
Use of primary source document not included with textbook
Agenda or notes from a content-related PD session
Development of units of study aligned to standards- demonstrates knowledge of standards
Certificate of completion for Teachscape learn modules related to component 1a
Flexible planning using standards across grade-levels based on student data
Peer mentoring around planning aligned to standards within the content area
Completion of classes or workshops in or outside the district

### 1b: Demonstrating Knowledge of Students

- *Knowledge of Child and Adolescent Development*
- *Knowledge of the Learning Process*
- *Knowledge of Students' Skills, Knowledge, and Language Proficiency*
- *Knowledge of Students' Interests and Cultural Heritage*
- *Knowledge of Students' Special Needs and Appropriate Accommodations/Modifications*

1b Example Artifacts/Elements
Student interest inventory
Teacher plans collaboratively with CC teacher supporting students with an IEP
Teacher plans using culturally and linguistically relevant practices based on knowledge of students
Teacher's chart of family information
Teacher's journal of student interests, strengths and challenges
Teacher incorporates knowledge of student interests into lessons and units (e.g. math questions about baseball on opening day)
Teacher's list of students' IEP modifications

### 1c: Selecting Instructional Outcomes

- *Sequence and Alignment-Outcomes represent significant learning within the discipline*
- *Clarity-Outcomes refer to what students will learn not what they will do*
- *Balance- Outcomes reflect different types of learning such as knowledge, conceptual understanding and thinking skills*

1c Example Artifacts/Elements
Lesson/unit plans identify what students will learn not just what they do (activities)
Unit plan that include standards-based objectives
Measurement of the outcome is identified in the lesson or unit plan- assessment of learning is clear
Outcomes represent learning that is essential in the content area
Differentiated Instructional Plans based on groups or individual students
Unit plans that include opportunities for connections within/across disciplines (e.g. Using evidence to support a claim)

### 1d: Demonstrating Knowledge of Resources

- *Materials align with learning outcomes*
- *Materials that further teacher professional knowledge are available*
- *Resources for students are appropriately challenging*

1d-Example Artifacts/Elements
Lesson and/or unit plans identify materials and resources
Teacher can discuss rationale for selecting resources for the lesson or unit
Teacher uses a wide variety of materials to support students' particular learning needs
Teacher is able to integrate resources beyond the textbook to support student learning needs

### 1e: Designing Coherent Instruction

- *Learning activities are designed to engage students and advance them through the content*
- *Instructional materials and resources aid instruction and are appropriate to the learning needs of students*
- *Instructional groups are intentionally organized to support learning*
- *Lesson and unit structure is clear and sequenced to advance student learning*

1e-Example Artifacts/Elements
Unit or lesson plans include a coherent instructional outcomes, activities, materials, methods and student groupings that all work together
The plan includes a coherent set of activities that progress from simple to more complex
Learning activities have reasonable time allocations
Activities promote the appropriate level of cognitive demand on students
Teacher understands and can discuss the rationale for student grouping
The lesson plan fits within the overall unit plan as well as learning goals for the year
The lesson/unit allows for student choice

### 1f: Designing Student Assessments

- *Congruence with Standards-Based instructional outcomes-assessments match learning expectations*
- *Levels of Performance and Standards are clearly defined*
- *Design of Formative Assessments-assessments for learning are planned as a part of the instructional process*
- *Use for planning- Results of assessment guide future planning*

<b>1F-Example Artifacts/Elements</b>
Lesson plans clearly indicate correspondence between assessments and instructional outcomes
Unit reflects a variety of performance opportunities for students
Formative assessments are planned to inform minute-to-minute decision making during instruction
Planning demonstrates that lessons are informed by previous assessment data
There is opportunity for students to design and use assessments to measure their own learning

## Domain 4- Professional Responsibilities

### 4a: Reflecting on Teaching and Learning

- *Accuracy of reflection*
- *Use of reflection in future teaching*

<b>4a-Example Artifacts/Elements</b>
Lesson reflections are captured in a journal, blog or specific lesson reflection form
Notes from a PCT session where teachers discuss lessons, their efficacy and adjustments
Teacher is able to reflect accurately on lesson in post-observation conference and suggest actions for strengthening the lesson and next steps
Teacher reflects on individual learners or groups of learners and is able to identify next steps to better meet the needs of those students

#### 4b: Maintaining Accurate Records

- Student completion of assignments
- Tracks student progress in learning both formally and informally
- Non instructional records (e.g. permission slips, collection of field trip monies or monies for school pictures)

##### 4b-Example Artifacts/Elements

Teacher has a system for recording formal and informal assessment results
Teacher uses IC grade book and keeps records up to date
Teacher can provide records to support claims about student progress
Students can easily determine where they are at in terms of their own learning
Teacher provides timely accurate reports to students and families relative to the learning progress

#### 4c: Communicating with Families

- Shares information about the instructional program with families
- Provides information about individual progress with families
- Offers opportunities for engagement of families in the instructional program

##### 4C-Example Artifacts/Elements

The teacher regularly communicates with parents about instructional program (e.g. classroom newsletter, school newsletter, blog, email, school website)
Teacher has evidence of opportunities for parent participation
The teacher communicates with families in a culturally appropriate manner
The teachers communications are clear and effective (i.e. parents understand the communications that they receive)

#### 4d: Participating in Professional Community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

4d- Artifacts/Elements
The teacher interacts respectfully and collaboratively with other staff (e.g. SEAs, EAs, clerical and custodial staff)
The teacher participates in team or department planning time and is willing to make contributions to further instructional improvement
The teacher offers positive support to his or her colleagues (e.g. shares resources and opens classroom to share practice)
There is evidence that other teachers in the building look to this teacher for leadership and guidance
The teacher volunteers to serve on committees or special projects

#### 4e: Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity of feedback from colleagues
- Service to the profession

4e-Artifacts/Elements
Teacher remains current taking courses or reading professional literature and remaining current on the evolution of thinking regarding instruction
Teacher actively pursue networks that provide collegial support and feedback
Teacher is active in professional organization(s) in order to enhance personal practice, provide leadership and support colleagues
Possible artifacts-PDP, Action plans from committees, classroom action research, articles and newsletters written by the teacher, professional development log (MMSD PD catalog, Your Courses record)

#### 4f: Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

4f-Artifacts and Elements
Teacher frequently reminds participants in meetings that students are the highest priority
The teacher respectfully challenges existing practice in order to improve student outcomes
Teacher consistently fulfills district requirements, policies and procedures
Teacher directly and respectfully confronts differences of opinion and seeks consensus